

Missouri Completion Academy Self-Assessment Application

Metropolitan Community College May 2013

Metropolitan Community College is a five campus district located in the Kansas City metropolitan area. The college has a strong Associate in Arts transfer program and over 80 career programs.

Section I: Completion Goals

In spring 2011, MCC set its completion goal for Associate degrees to graduate 18,625 students by 2020. It was based on the following information. In 2009-2010, MCC graduated 1,647 students. If we base our projections on that number for the next ten years, we will have 16,470. DeWayne Matthews stated that Missouri awarded 50,181 graduates a year. MCC's percentage of that total is $1,647/50,181 = 3.28\%$. If Missouri needs an additional 3,396 graduates a year to reach its goal, MCC would need to increase its graduates by 113 a year or 1,130 over 10 years. This would make our goal 17,870.

In another report, Lumina stated that Missouri needed to increase its graduates by 5,713 a year by 2025. Missouri's goal is 55,894.

Our leadership decided to have an ambitious goal of 18,625. To accomplish this, MCC would need to increase its graduates by 215.50 a year or 2,155 over 10 years. Sub-goals were created for each campus based on their current percentage of enrollment.

	BR	BTC	LV	MW	PV	MCC
Graduates 2009-2010	260	55	526	406	400	1,647
Projection based on 2010 X 10 years	2,600	550	5,260	4,060	4,000	16,470
% of total	15.79%	3.34%	31.94%	24.65%	24.28%	100%
Goal # of graduates 2020	2,941	622	5,949	4,591	4,522	18,625
Difference Needed	341	72	689	531	522	2,155

Completion is a part of MCC's strategic plan. It is stated that MCC shall endeavor to implement actions that promote an increase in percentages and total numbers of students graduating with associate degrees of all types, certificates, licensure and satisfaction of industry-accepted standards of career credentials. Strategic planning is a district wide activity that involves all governance groups to inspire ownership and support.

Section II: Common Completion Metrics

In March 2011, a baseline report was completed that examined the last five years of comparable and other relevant data, such as number of first time students enrolled in developmental educational courses, average time it takes to complete a two-year degree, and percentage of attempted courses students complete.

The Office of Institutional Research and Assessment examined 6 years of data that included the fall semesters of 2003, 2004, 2005, 2006, 2007 and 2008. We looked at cohorts of first time degree seeking students at Metropolitan Community College. The definition of these cohorts includes students who are beginning their first semester at MCC and have indicated that they are seeking a degree or certificate. It includes freshmen and transfer students with no prior credits from MCC. We decided that looking at these fall cohorts would give the best information on graduation and completion rates.

First Time degree seeking students at MCC Completion rate as of Fall 2010

First semester cohort	Total Students	Certificates	AA	AAS	ACS	AE	AS	No Award	% with no award as of Fall 2010
Fall 2003	5,666	292	727	318	2	9	9	4,309	76.05%
Fall 2004	4,666	213	536	210	1	6	6	3,694	79.17%
Fall 2005	4,374	187	502	148	4	5	4	3,524	80.57%
Fall 2006	4,029	171	305	112	0	6	7	3,428	85.08%
Fall 2007	3,945	135	279	64	1	3	2	3,461	87.73%
Fall 2008	5,836	256	292	83	0	3	5	5,197	89.05%

There was a difference in completion rates by gender, ethnicity and by age. The charts below show the percentage by each category in No Degree completed, Two Year Degree and Certificate.

First Time Degree Seeking students by Gender – Graduation Rates by Fall 2010

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
No Award						
Female	75%	78%	81%	85%	87%	89%
Male	77%	80%	80%	85%	88%	89%
Two Year Degree						
Female	20%	18%	16%	11%	10%	7%
Male	16%	14%	14%	10%	8%	6%
Certificate						
Female	5%	4%	3%	4%	3%	4%
Male	6%	6%	6%	5%	4%	5%

Total						
Female	3,548	2,734	2,559	2,259	2,088	3,228
Male	2,115	1,932	1,815	1,770	1,819	2,513

First Time Degree Seeking Students by Ethnicity - Graduation Rates by Fall 2010

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
No Award						
American Indian	92%	94%	83%	92%	100%	80%
Asian	74%	85%	70%	80%	63%	92%
Black/African Amer	85%	87%	87%	91%	93%	94%
Hispanic/Latino	80%	89%	87%	93%	92%	91%
Multi-Racial	75%	90%	83%	78%	83%	90%
Native Hawaiian	100%	100%	100%	100%	100%	94%
Not Specified	77%	76%	86%	85%	88%	84%
White	74%	77%	78%	83%	87%	87%
Two Year Degree						
American Indian	8%	0%	17%	0%	0%	10%
Asian	23%	15%	23%	15%	21%	4%
Black/African Amer	9%	7%	8%	6%	4%	2%
Hispanic/Latino	16%	9%	10%	4%	3%	5%
Multi-Racial	20%	8%	11%	14%	12%	6%
Native Hawaiian	0%	0%	0%	0%	0%	3%
Not Specified	20%	21%	11%	10%	9%	3%
White	21%	18%	17%	13%	9%	8%
Certificate						
American Indian	0%	6%	0%	8%	0%	10%
Asian	3%	0%	7%	5%	16%	4%
Black/African Amer	6%	6%	5%	3%	3%	3%
Hispanic/Latino	4%	2%	3%	3%	5%	4%
Multi-Racial	5%	2%	6%	8%	5%	4%
Native Hawaiian	0%	0%	0%	0%	0%	3%
Not Specified	3%	3%	3%	5%	4%	3%
White	5%	5%	5%	4%	4%	5%

Total						
American Indian	25	16	23	13	7	20
Asian	70	47	57	64	43	114
Black/African Amer	820	554	511	505	373	743
Hispanic/Latino	169	129	135	112	92	284
Multi-Racial	40	49	36	58	90	186
Native Hawaiian	3	4	8	5	6	34
Not Specified	369	390	603	1,620	1,342	603
White	4,170	3,477	3,001	1,652	1,992	3,852

First Time Degree Seeking Students by Age- Graduation Rates by Fall 2010

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
No Award						
Unknown	100%	100%				
13-17	75%	76%	77%	86%	91%	85%
18-19	75%	79%	82%	86%	88%	89%
20-21	81%	84%	85%	86%	87%	91%
22-24	77%	80%	80%	87%	87%	90%
25-29	76%	80%	81%	84%	86%	88%
30-34	72%	79%	78%	81%	85%	86%
35-39	82%	75%	71%	82%	84%	90%
40-44	75%	79%	78%	82%	84%	87%
45-49	76%	77%	79%	87%	90%	86%
50-59	72%	78%	86%	76%	92%	81%
60-69	71%	75%	100%	86%	100%	100%
70+	100%	100%	-	100%	100%	100%
Two Year Degree						
13-17	23%	22%	21%	12%	8%	4%
18-19	23%	18%	16%	12%	9%	8%
20-21	15%	12%	12%	9%	10%	5%
22-24	16%	13%	14%	9%	7%	4%
25-29	15%	15%	11%	8%	9%	6%
30-34	17%	12%	16%	11%	9%	8%
35-39	12%	16%	17%	9%	9%	6%
40-44	17%	12%	10%	9%	11%	3%
45-49	16%	12%	11%	8%	3%	5%
50-59	11%	13%	9%	7%	3%	9%
60-69	0%	13%	0%	0%	0%	0%

Certificate						
13-17	2%	3%	2%	2%	1%	2%
18-19	2%	2%	2%	2%	2%	3%
20-21	5%	4%	3%	5%	3%	4%
22-24	7%	7%	6%	4%	5%	6%
25-29	9%	5%	8%	8%	4%	6%
30-34	10%	9%	7%	6%	6%	6%
35-39	6%	10%	12%	9%	7%	4%
40-44	8%	8%	11%	9%	5%	10%
45-49	7%	11%	9%	5%	6%	9%
50-59	16%	9%	5%	17%	6%	10%
60-69	29%	13%	0%	14%	0%	0%
Total						
Unknown	10	1				
13-17	657	528	477	362	137	184
18-19	2,095	1,949	2,004	2,032	2,141	3,221
20-21	546	387	353	296	316	553
22-24	618	445	365	302	282	467
25-29	552	490	385	382	382	501
30-34	429	330	269	204	226	310
35-39	268	187	179	169	160	227
40-44	217	153	166	110	127	144
45-49	153	108	96	93	94	115
50-59	105	79	76	71	71	98
60-69	14	8	4	7	8	10
70+	2	1	0	1	1	4

The baseline data provides evidence that completion is inconsistent across categories.

Another factor examined was the number and percent of first time students in college that enroll in a developmental education course. This looks at students who are first time at MCC and take a developmental class in their first semester of college. Math had the highest percentage of students with 26% overall. This number was highest in the Fall 2007 semester. Developmental English had an average of 13% with Fall 2008 being the highest percentage. Reading was at 15% average over the 6 fall semesters also showing the highest average in the Fall 2008 semester. The total cohort numbers are different than the earlier chart because it includes all first time students even those not seeking a degree.

First Time students at MCC enrolled in Developmental Education their first academic year

Dev Class Number		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Total	Av %
MATH	20	631	8%	546	8%	450	7%	443	7%	516	8%	735	12%		
	23	208	3%	182	3%	172	3%	159	2%	142	2%	162	3%		
	40	1,065	13%	882	12%	879	14%	912	14%	1,035	17%	774	12%		
	43	144	2%	131	2%	123	2%	110	2%	121	2%	88	1%		
		2,048	25%	1,741	25%	1,624	25%	1,624	25%	1,814	29%	1,759	28%	10,610	26%
ENGL	28	208	3%	197	3%	177	3%	172	3%	188	3%	391	6%		
	30	864	10%	672	10%	594	9%	642	10%	680	11%	691	11%		
		1,072	13%	869	12%	771	12%	814	13%	868	14%	1,082	17%	5,476	13%
READ	10	574	7%	526	7%	466	7%	489	8%	518	8%	621	10%		
	11	299	4%	272	4%	286	4%	275	4%	317	5%	423	7%		
	30	47	1%	30	0%	42	1%	48	1%	52	1%	47	1%		
	31	119	1%	111	2%	106	2%	113	2%	96	2%	100	2%		
		1,039	13%	939	13%	900	14%	925	14%	983	16%	1,191	19%	5,977	15%
Total Cohort		8,241		7,061		6,481		6,468		6,252		6,249		40,752	

Below is a list of degrees and certificates awarded at MCC between Fall 2005 and Spring 2012.

MCC-KC Degrees Awarded							
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Transfer Degrees AA/AS:							
Blue River	204	220	232	177	216	216	238
Business & Technology	0	0	0	0	0	0	3
Longview	461	432	472	395	445	383	454
Maple Woods	262	318	334	319	348	372	419
Penn Valley	121	130	121	129	139	117	130
Total Transfer Degrees	1,048	1,100	1,159	1,020	1,148	1,088	1,244
Associate in Applied Science							
Blue River	38	52	40	38	44	54	44
Business & Technology	31	37	66	76	55	56	97
Longview	100	76	83	90	81	98	64
Maple Woods	88	60	61	53	58	36	42
Penn Valley	281	319	280	276	261	279	296

Total AAS Degrees	538	544	530	533	499	523	543
Total Degree							
Blue River	242	272	272	215	260	270	282
Business & Technology	31	37	66	76	55	56	100
Longview	561	508	555	485	526	481	518
Maple Woods	350	378	395	372	406	408	461
Penn Valley	402	449	401	405	400	396	426
Total Degrees	1,586	1,644	1,689	1,553	1,647	1,611	1,787
Certificates:							
Blue River	135	129	151	161	186	314	311
Business & Technology	91	152	131	158	123	201	294
Longview	27	17	26	20	29	314	436
Maple Woods	19	17	13	21	22	316	372
Penn Valley	205	159	237	227	177	250	270
Total Certificates	477	474	558	587	537	1,395	1,683
Total CTE Degrees/Certificates	1,015	1,018	1,088	1,120	1,036	1,918	2,226
Total Degrees/Certificates Awarded	2,063	2,118	2,247	2,140	2,184	3,006	3,470

Section III: Completion Strategies

Strategic Objectives from MCC's Strategic Plan for Completion

- Develop curriculum, scholarships and articulation agreements to attract outstanding high school students to MCC's Honors Program;
- Increase the success rates of students in developmental courses and sequences;
- Revise career and technical programs as well as, workforce development programs to meet the needs of area employers; and increase the number of students who graduate from these programs;
- Increase the aggregate number of MCC graduates and transfers to meet current and future expectations of completion initiatives.

Completion Agenda

MCC had 1,787 graduates in May 2012, up from 1,611 in May 2011. The goal for MCC in 2020 is a cumulative 18,625 graduates. MCC is actively involved in researching and/or implementing reverse transfer, degree planning for students and mandatory advising models to reach this goal.

Institute for Workforce Innovation (IWI)

IWI provides an entry point for career education, creating programming that serves regional workforce needs for both workers and employers. In collaboration with third-party agencies and other partner organizations, IWI provides job skills and employability training for in-demand careers. Students receive support services that include academic, social and financial assistance, as well as connections to job opportunities. In many cases, IWI job training programs create the pathway for students to continue their educational pursuits, contributing to the completion goals.

Early Alert Program

All distance learning classes and college 100 classes are using early alert to notify students of their progress in class on a regular basis. There is also a cohort of faculty who are using this system for their classes to improve retention and student success. Students are given guidance and feedback from faculty on how to improve their grades (see the faculty member, go to tutoring, attend class more regularly, read materials etc.).

Additionally, MCC is participating in the development of Missouri's core transfer library. If mandated by the state, MCC would participate in a common course numbering system. We are currently revising our Associate in Arts degree and reviewing all credits required for a degree. MCC participates in all appropriate statewide articulation agreements. Our strategic enrollment management committees have been working on strategies for encouraging more full-time attendance and to declare graduation plans early. MCC is rewriting our prior learning credit policies to conform to state guidelines which will accelerate completion.

MCC's efforts for remediation have been extensive. We have piloted many best practices with limited improvement and success rates. We are not currently using a co-requisite remediation model though pilots are underway. Gateway courses are examined on a regular basis though benchmarks have not been determined. Customized modules have been employed with varying success. A pilot is being developed for multiple placement measures with Blue Springs School District. Review has been made of placement scores and course grades.

MCC participates in MCCA's College Readiness Standards and representatives are on the College Readiness Taskforce. MCC uses strategies for contextualized learning for technical certificate programs for lower scoring students.

MCC currently meets Missouri Performance Funding Standards based on the National Community College Benchmarking Project. We are using certificates as part of stackable credentials initiatives as part of MoWins. As part of the grant, more contextualized learning is being built into CTE classes. An internship program has improved employer linkages with our Business and Technology campus. All programs are carefully reviewed against labor market information regularly.

The Associate in Arts and Associate in Arts – Business degrees are available completely on-line. Institute for Workforce Innovation delivers training for incumbent workers often at the work site.

Section IV: Commitment to the Completion Agenda

Paul Long, Vice Chancellor of Academic Affairs and Technology

Kristy Bishop, Director of Institutional Research and Assessment

Todd Martin, BR Biology Faculty and Faculty Senate President

Dean of Students, from campus TBD

Sydney Beeler, Director of Student Success

Dean of Instruction, from campus TBD

Joe Seabrooks, Penn Valley President

Casey Reid, Faculty Intern for Academic Success

Institute for Workforce Innovation Representative